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ABSTRACT

This document presents the assessment instrument used in Glendale Community College's (California) instructional program review and improvement self-study report. This document contains the following chapters: (1) response to demand, which looks at demand, offerings, and scheduling in the areas of enrollment, FTES by course/program, number of majors, reasons for taking courses, number of sections, number of sections added/deleted/cancelled, fill rate, and student satisfaction with scheduling; (2) curriculum and learning methods, which examines courses and content (courses not offered, course revisions and additions, and course standards), pre-/co-requisites (prerequisites, co-requisites, and advisories), transfer and articulation (transfer status of courses and articulation), and learning methods (active learning, development of technological literacy and thinking skills and liaison/coherence); (3) student success and equity, which explores enrollment (first census enrollment), retention and success (attrition, retention, success rate, and grade distribution), and goal completion (degrees, certificates, and transfers); (4) program management, which discusses efficiency (faculty load and administrative efficiency) and planning (planning effectiveness); (5) personnel, which looks at staffing (FTEF, adjunct FTEF, and FT/PT, overload and large lecture, and teaching/service time), professional qualifications (FT faculty qualifications and development activities), professional activities (FT faculty professional activities and committee participation), diversity (FT faculty diversity), and future needs (projected staffing). (VWC)

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ED 445 754

GLENDALE COMMUNITY COLLEGE

PROGRAM REVIEW/

PROGRAM IMPROVEMENT

SELF STUDY

INSTRUCTIONAL PROGRAM

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TC000694

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GLENDALE COMMUNITY COLLEGE
PROGRAM REVIEW/
PROGRAM IMPROVEMENT
SELF STUDY SECTIONS

Summary

I. Response to demand
- Demand
- Offerings
- Scheduling

II. Curriculum & Learning Methods
- Courses and Content
- Pre/Co requisites
- Transfer and Articulation
- Learning Methods

III. Student Success & Equity
- Enrollment
- Retention and Success
- Goal Completion

IV. Program Management
- Efficiency
- Planning

V. Personnel
- Staffing
- Professional Qualifications
- Professional Activities
- Diversity
- Future Needs

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SUMMARY

1. **Prioritized Goals**

2. **Major Strategies**

3. **Major Needs**

GLENDALE COMMUNITY COLLEGE

I. RESPONSE TO DEMAND

Demand

Offerings

Scheduling

". . .enables students to reach their educational goals in an efficient and timely manner"

(Mission Statement)

"to increase the rate and efficiency of goal completion by students"

(Master Plan Goal 5)

1.01 Demand: Enrollment

Instructions: Analyze the **enrollment** data provided by Institutional Research and answer the following questions:

1. How do recent program numbers compare to the average of the 3 previous comparable semesters' (compare like semesters, e.g., Fall to Fall):

	Higher	About the Same	Lower
First Census enrollment - day classes (in total)			
First Census enrollment - evening classes (in total)			

---

1. Given the data, what changes can be identified in enrollment patterns?

2. How is the program responding to change?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

1.02 Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** data provided by Institutional Research and answer the following questions:

1. How do the most recent program numbers compare to the 3 previous years' (compare like semesters, e.g., Fall to Fall):

	Higher	About the Same	Lower
FTES by Program - day classes (in total)			
FTES by Program - evening classes (in total)			

---

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?
   _____ Yes _____ No
   What are the trends, if any?

2. What else (if anything) is indicated by the program data?

3. Should a goal be written addressing the data? _____ Yes _____ No
   (List any goals in the Summary.)

1.03 Demand: Number of Majors

Instructions: Analyze the data provided by Institutional Research on number of majors in the program and in programs college wide and answer the following questions:

Number of students with a declared major in this area for most recent academic year: #_____ .

---

1. Given the data, are the number of majors what you would expect?
Please comment.

2. Has the number of majors changed over time?

3. What evidence is there that strengths of the program (e.g., its uniqueness) attract students to GCC?
_____ Yes _____No

4. Should a goal be written addressing this area? _____ Yes _____No
(List any goals in the Summary.)

1.04 Demand: Reasons for Taking Courses

Instructions: Administer the student questionnaire provided by Institutional Research to two sections each of four representative courses. If possible include both day and evening classes. (If fewer than four courses exist in the program, then survey each course). Then, fill in the matrix below summarizing the percent of respondents who indicated each reason for taking the course and answer the following questions:

Course	IGETC	CSU breadth	needed for transfer elective units	needed for major prep	certificate requirement	pre-requisite	AA/AS Grad requirement	other	not sure

1. What (if anything) is indicated by the program data?

2. Should a goal be written addressing this area? _____ Yes _____ No
   (List any goals in the Summary.)

1.05 Offerings: Number of Sections

Instructions: Analyze the **number of sections offered by course** data provided by Institutional Research and answer the following questions:

1. How do the most recent program numbers compare to the average of the 3 previous years' (compare like semesters, e.g., Fall to Fall):

	Higher	About the Same	Lower
Number of sections offered - day classes (in total)			
Number of sections offered - evening classes (in total)			
Wait Lists - day classes (in total)			
Wait Lists - evening classes (in total)			

---

1. Given the data, is the number of sections of each and every course meeting student need?

2. What else (if anything) is indicated by the program data?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

1.06 Offerings: Number of Sections Added/Deleted/Cancelled

Instructions: Review and analyze the data provided by Institutional Research on the**history of sections offered of each course**. The data includes the most recent semester, the comparable semester (Fall to Fall or Spring to Spring) three years previous to the most recent and six years previous to the most recent. Use the list and the data on **open seats** provided by Institutional Research to answer the following questions:

Total number of sections cancelled in day program in the two most recent semesters _____

Total number of sections cancelled in evening program in the two most recent semesters _____

---

1. Given the data, has the number of sections offered per course been appropriate?
_____ Yes _____ No
Please comment.

2. What further additions (or reductions) are indicated by the data?

3. What does the data indicate?
_____ growth (in number of classes) needed
_____ status quo or
_____ program declining; changes are needed.

Suggested Recommendations? Comments?

4. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

1.07 Offerings: Fill Rate*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening, per program for day and evening, per division d/e and for the entire college) provided by Institutional Research for this program for the two most recent semesters and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Higher	About the Same	Lower
Other programs in the division in the day?			
Other programs in the division in the evening?			
College fill rate in the day?			
College fill rate in the evening?			

---

1. Given the data, do sections in this program have a higher fill rate compared to sections in other programs?
   _____ Yes _____ No
   Comments.

2. What adjustments are indicated?
   Please explain.

3. Should a goal be written that addresses the data? _____ Yes _____ No
   (List any goals in the Summary.)

* Percent of full classes at the end of the third week.
(In the future, we'll be using the end of the first week,
but historical information is not currently available)

1.08 Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below showing when sections of courses in the program are currently scheduled. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program. Then answer the following questions.

Chart: Number of sections of each course offered:

Course	During the day	During the evening	During the weekend	During the summer	Via distance learning

1. What (if anything) is indicated by the data?

2. Are there time periods of high student demand which are not being addressed?
   _____ Yes _____ No
   How could such demand be addressed?

3. Should a goal be written addressing this area? _____ Yes _____ No
   (List any goals in the Summary.)

GLENDALE COMMUNITY COLLEGE

II. Curriculum & Learning Methods

Courses and content
Pre/Co requisites
Transfer & articulation
Learning methods

"As part of this mission, Glendale College considers the following to be particularly important:

- to provide a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
- to emphasize the coherence among disciplines and promote openness to the diversity of the human experience;
- to help students develop important skills that are critical for success in the modern workplace, such as verbal and written communication, numeracy, effective use of technology for work and research, analysis and evaluation of information, problem solving, and the ability to work with others and conduct their lives with responsibility"

(Mission Statement)

"To increase liaison among programs and disciplines in order to provide a coherent educational experience for students"

(Master Plan Goal 2)

"To make students technologically literate and effective users of information technology in their educational programs."

(Master Plan Goal 3)

"To develop communication, critical thinking, and problem-solving skills in students throughout the instructional and college services programs"

(Master Plan Goal 4)

"To employ the most effective learning methods in all classes and programs"

(Master Plan Goal 1)

2.01 Courses and Content: Courses Not Offered

Instructions: List all courses in your program which are in the catalog but have not been offered in the last three years.

Total Courses in the program #_____ ; Courses not offered #_____ .

Refer to this list to answer the following questions:

---

1. Given the data, are there courses that should be retired? _____Yes _____ No_
   Please comment.

2. If there are courses not offered in the last three years that you do not wish to retire, what extenuating circumstances are there to keep them listed?

3. Should a goal be written addressing the data? _____ Yes _____ No_
   (List any goals in the Summary.)

2.02 Courses and Content: Course Revisions and Additions

Instructions: List all courses in your program that have undergone significant changes since they (and their course outlines) were last approved by C & I and Academic Affairs.

Refer to this list to answer the following questions:

1. Given the data, are there course outlines that should be revised?
_____ Yes _____ No

2. Are there courses which are not consistent with current practice in the field?

_____ Yes _____ No Please explain a yes response.

3. Is there a need for courses to be added to the program? _____ Yes _____ No

If yes, please list the courses and give the justification from the list following.

Justification:
Advisory Committee
Prerequisites
Integration of technology
Similar CSU/UC lower division requirements
Course needed for sequence
Integrating current trends and new information
Other (please detail)

Course	Justification

4. Should a goal be written that addresses the data? _____ Yes _____ No
(List any goals in the Summary.)

2.03 Courses and Content: Course Standards

Instructions: Complete the chart below, reflecting the frequency with which activities take place within the program to determine what content is actually taught and learned.

Determination of what is actually taught and learned takes place as part of:	Never	Once a month	Once a semester	Once a year	Once / 2-4 yrs	Other - specify
Division chair's review of individual instructors' class overviews						
Mentoring of part-time faculty to ensure integrity of course outline						
Evaluation of program faculty						
Exit survey for program students						
Exit survey for program faculty						
Program-wide or course-wide exams*						
Division chair's review of individual instructors' finals or other exams						

*Such as English 120/ESL151/BusAd106 holistic exam, or ESL level exams

---

1. Is there another mechanism in place (formal or informal) to assure that course content is being taught and learned?
   _____ Yes _____ No
   Please explain.

2. Based on the available data, are all faculty teaching to the course outline/standards?
   _____ Yes _____ No _____ Uncertain
   Please explain.

3. Should a goal be written that addresses this issue? _____ Yes _____ No
   (List any goals in the Summary.)

2.04 Pre/Co Requisites: Prerequisites, Co-requisites and Advisories

Instructions: Analyze the data provided on **Prerequisites, Co-requisites and Advisories on Recommended Preparation** to answer the following questions.

Number of courses with prerequisites and/or co-requisites #_____ .

1a. Would adding a prerequisite, co-requisite, or advisory to any course within the program increase the success rate in the course? _____ Yes _____ No _____Uncertain

b. Are there any drawbacks to adding a prerequisite, co-requisite, or advisory to any such course? Please comment.

2. What review of the course content has been done for these courses and their pre/co-requisites and advisories? (For information on content review, see pages VI-5 through VI-13 of the Curriculum Handbook.)

3. The college must review each prerequisite, co-requisite, advisory on recommended preparation or limitation on enrollment at least every six years, pursuant to Section 55201(b)(3) of Title 5, and Section 6141.7 of the Glendale College Policy. The college has specified that the sixyear review cycle will be met as part of the program review process.

The required levels of scrutiny and the appropriate review processes are described in the Curriculum Handbook on pages VI-5 through VI-13. Please complete and attach to your program review self study the appropriate form(s) from these Curriculum Handbook pages.

4. Should a goal be written addressing this area? _____ Yes _____ No
(List any goals in the Summary.)

2.05 Transfer and Articulation: Transfer Status of Courses

Instructions: Please list each course in the program and specify which transfer institutions (i.e., CSU, UC, or private university.) grant each type of credit upon transfer (i.e., major prep., general ed., elective credit, or other)

Course	Transfers as major prep to	Transfers as general ed. to	Transfers as elective to	Not transferable

---

1. Are there courses in the program that should be reviewed or recommended for articulation and transfer status? _____ Yes _____ No
Please List:

1. Should a goal be written addressing those courses listed above?
_____ Yes _____ No
(List any goals in the Summary.)

2.06 Transfer and Articulation: Articulation

Instructions: Review your data on **articulation** and answer the following questions:

1. What new articulation agreements have been established since the last program review?

2. What articulation agreements have been cancelled since the last program review?

3. What problems, if any, does the program have in articulating courses?

4. Should a goal be written addressing these questions? _____ Yes _____ No
(List any goals in the Summary.)

2.07 Learning Methods: Active Learning

Instructions: Administer to program faculty the survey provided by Institutional Research. Analyze the results and answer the following questions:

•How many sections regularly involve students in interactive discussions during class time?
#_____ %_____

•How many sections employ classroom-based research*?
#_____ %_____

•How many sections require student-conducted research?
#_____ %_____

•How many sections use collaborative learning techniques (group work in or out of class)?
#_____ %_____

•How many sections make the use of technology by students a part of the class?
#_____ %_____

•How many sections use the SI program?
#_____ %_____

•How many sections participate in the Service Learning program?
#_____ %_____

•How many sections use other learning methods that are generally considered active?
#_____ %_____

Please explain.

*Classroom-based research refers to methods instructors use at the end of an activity or presentation to see what students have learned (vs. what has been presented). These include asking students to write the main idea learned, the muddiest point remaining, the definition of a key term, etc.

---

1. Does your program place a particular emphasis on active learning methods?
_____ Yes _____ No _____ Uncertain

2. Outside the classroom, what efforts does your program make to create a learning environment in which students are encouraged to pursue program activities in collaboration with each other and with faculty members? Please describe.

3. Should a goal be written addressing these questions? _____ Yes _____ No
(List any goals in the Summary.)

2.08 Learning Methods: Development of Technological Literacy & Thinking Skills

Instructions: List the courses in your program, and for each indicate:

a) the percentage of sections that contribute to the technological literacy of students through word-processed papers [WP], Internet searches [IS], computer or graphing calculator use in class or labs [CL/GC], e-mail or chat room assignments [EM/CR]), or other methods, and

b) the percentage of sections that help them develop communication, critical thinking and/or problem solving skills (for instance through paper assignments [Pa], oral presentations [Pr], classroom discussions [CD], problem-solving assignments [PSA] or problem-solving tests [PST]), or other methods.

	Technological Literacy					**Communication and Thinking Skills**					
Course	WP	IS	CL/ GC	EM/ CR	Other	Pa	Pr	CD	PS H	PS T	Other

c) Explain "Other"

1. Is the actual implementation of these technological literacy, communication, and thinking skills development activities adequate?
   _____ Yes _____ No _____ Uncertain

2. Should the program put more emphasis on the development of:

   a) technological literacy? _____ Yes _____ No

   b) communication and thinking skills? _____ Yes _____ No

Please comment.

3. Should a goal be written addressing this area? _____ Yes _____ No
   (List any goals in the Summary.)

2.09 Learning Methods: Liaison / Coherence

Instructions: **Liaison** among programs and disciplines can be achieved throughparticipation in a variety of activities. These might include interdisciplinary courses like humanities courses(IC), paired or connected classes like English 120 and Psychology 101 (PC), learning communities like the Health Sciences Learning Community (LC), interdepartmental coordinated programs like joint credit and non-credit ESL Flex activities(CP), and multi-disciplinary events such as Women's History Month (ME).

Instructions: Administer to program faculty the survey provided by Institutional Research. Analyze the responses and any other relevant information and fill in the data below.

---

1. How many sections in your program participate in each of the activities listed above, and what percentage (approximately) of the program's students are affected?

	Number of sections	# of students affected	% of sections affected
IC			
PC			
LC			
CP			
ME			
Others (describe)			

2. Should a goal be written addressing this area? _____ Yes _____ No
(List any goals in the Summary.)

GLENDALE COMMUNITY COLLEGE

III. Student Success & Equity

Enrollment

Retention and Success

Goal Completion

Glendale College's "primary mission is to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers."

(Mission Statement)

"For this purpose, Glendale College maintains a supportive, nondiscriminatory environment"

(Mission Statement)

3.01 Enrollment: First Census Enrollment

Instructions: Review and analyze the data provided by Institutional Research on**first census enrollment** in the program and answer the following questions:

Enrollment in Course and Program: How does this information compare to previous semesters? _____ Higher _____ About the Same _____ Lower

---

1. Given the data, how does enrollment in the program compare to the college's ethnic, age, gender, and disability distributions?

	Higher	About the same*	Lower
African American			
Asian/Pacific Islander			
Hispanic/Latino Citizen			
Hispanic/Latino Permanent Resident			
Caucasian citizen			
Caucasian permanent resident			
Filipino			
Other			
Under 21			
21-25			
26-30			
31-50			
51 & over			
Female			
Male			
Disabled			
F-1 Visa			

*Within 80% of standard = no adverse impact according to EEOC.

2. What is indicated by the program data?
Comments?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

3.02 Retention and Success: Attrition

[n.b. This information is not available at this time.]

Instructions: Analyze the data on **attrition** by course provided by Institutional Research and answer the following questions:

Attrition rate between 1st day and 4th week: How does this information compare to previous semesters (compare Spring to Spring)?

_____ Higher _____ About the same _____ Lower

---

1. Given the data, how does the percentage of students dropping classes in this program between the 1st day and the fourth week compare to the percentage at the college as a whole?
   _____ Higher _____ About the same _____ Lower
   Please comment.

2. What else (if anything) is indicated by the program data?

3. Should a goal be written addressing the data? _____ Yes _____ No
   (List any goals in the Summary.)

3.03 Retention and Success: Retention

Instructions: Analyze the data on **retention (completion with a grade other than W)** (most recent year) provided by Institutional Research and answer the following questions:

How does the most recent information compare to previous semesters':

1. for the day program?
   _____ Higher _____ About the same _____ Lower

2. for the evening program?
   _____ Higher _____ About the same _____ Lower

3. for the various ethnic, age, gender, and disability groups?

	Higher	About the same*	Lower
African American			
Asian/Pacific Islander			
Hispanic/Latino Citizen			
Hispanic/Latino Permanent Resident			
Caucasian citizen			
Caucasian permanent resident			
Filipino			
Other			
Under 21			
21-25			
26-30			
31-50			
51 & over			
Female			
Male			
Disabled			
F-1 Visa			

*Within 80% of standard = no adverse impact according to EEOC.

1. Given the data, how does the retention rate in this program compare to the college's retention rate? _____ Higher _____ About the Same _____ Lower
   Please analyze and comment on any exceptions.

   Also note, if known: percent of students who left the program for job placement _____.

2. What is indicated by the program data?
   Please comment.

3. Should a goal be written addressing the data? _____ Yes _____ No
   (List any goals in the Summary.)

3.04 Retention and Success: Success Rate

Instructions: Review and analyze the data on **success rate (students who finish with A, B, C, or Credit / total enrolled as of first census)** (most recent year) provided by Institutional Research and answer the following questions:

How does the most recent information compare to that for previous semesters?
For the day program: _____ Higher _____ About the same _____ Lower
For the evening program: _____ Higher _____ About the same _____ Lower

For the various ethnic, age, gender, and disability groups:

	Higher	About the same*	Lower
African American			
Asian/Pacific Islander			
Hispanic/Latino Citizen			
Hispanic/Latino Permanent Resident			
Caucasian citizen			
Caucasian permanent resident			
Filipino			
Other			
Under 21			
21-25			
26-30			
31-50			
51 & over			
Female			
Male			
Disabled			
F-1 Visa			

*Within 80% of standard = no adverse impact according to EEOC.

1. How does the success rate in this program compare to the college's success rate?
   _____ Higher _____ About the same _____ Lower

to the statewide success rate?
_____ Higher _____ About the same _____ Lower
Please analyze and comment on any exceptions.

2. What is indicated by the program data?
Comments?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

3.05 Retention and Success: Grade Distribution

Instructions: Analyze the **Grade Distribution** data provided by Institutional Research and answer the following questions:

1. How does the most recent information on grade distribution in the program compare to the average of the 3 previous comparable semesters' (compare like semesters, e.g., Fall to Fall)?
   (check one) _____ Higher _____ About the same _____ Lower
   Comments:

2. How does the grade distribution in the program compare to like programs statewide if available? (Indicate what college you are comparing to.)
   (check one) _____ Higher _____ About the same _____ Lower
   Comments:

3. How does the grade distribution in the program compare to the college's overall grade distribution?
   (check one) _____ Higher _____ About the same _____ Lower
   Comments:

4. Should a goal be written addressing the data? _____ Yes _____ No
   (List any goals in the Summary.)

3.06 Goal Completion: Degrees, Certificates

Instructions: Analyze the data on **degrees and certificates awarded** provided by Institutional Research and answer the following questions:

1. How do these program numbers compare to previous years?
In general: _____ Higher _____ About the same _____ Lower

For each ethnic, age, gender, and disability group?

	Higher	About the same*	Lower
African American			
Asian/Pacific Islander			
Hispanic/Latino Citizen			
Hispanic/Latino Permanent Resident			
Caucasian citizen			
Caucasian permanent resident			
Filipino			
Other			
Under 21			
21-25			
26-30			
31-50			
51 & over			
Female			
Male			
Disabled			
F-1 Visa			

*Within 80% of standard = no adverse impact according to EEOC.

2. What is indicated by the program data?
Comments?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

3.07 Goal Completion: Transfers

[n.b. This information is not available at this time.]

Instructions: Analyze the data on transfer rate and success of transfers from the program provided by the Transfer Center and answer the following questions:

Transfer rate: How does this information compare to previous years?
_____ Higher _____ About the same _____ Lower

---

1. Are there any articulation agreements that could be added that would increase the transfer rate?

2. Given any available data, how successful are students in this program upon transfer compared to the success of students as a whole at the respective transfer institutions?

3. Are there identifiable differences in success rates of students upon transfer to CSU, UC, or other transfer institutions?
   _____ Yes _____ No

   What are the differences, if any, and how do theyaffect the program?

4. What else (if anything) is indicated by the program data?

5. Should a goal be written addressing the data?_____ Yes _____ No
   (List any goals in the Summary.)

GLENDALE COMMUNITY COLLEGE

IV. PROGRAM MANAGEMENT

Efficiency

Planning

"To improve the efficiency and effectiveness of facilities utilization and administrative operations"

(Master Plan Goal 8)

"To strengthen the planning process and make the master plan the basis of administrative decision-making"

(Master Plan Goal 11)

4.01 Efficiency: Faculty Load

Instructions: Analyze the **WSCH (Weekly Student Contact Hours) per FTEF (Full Time Equivalent Faculty)** data provided by Institutional Research and answer the following questions:

1. How do these program numbers compare to the average of the 3 previous years (compare Fall to Fall or Spring to Spring):
(check one) _____ Higher _____ About the same _____ Lower

2. How does the load compare to the normal load expected in this program?
(check one) _____ Higher _____ About the same _____ Lower

---

1. Given the data, could the number of students served by the program be increased without additional cost or adverse effects on student outcomes? Please comment.

2. What else (if anything) is indicated by the program data?

3. Do any instructors meet or work with students in hours not included in WSCH? Would it be useful to the program in any way to try to get WSCH credit for these hours? Explain.

4. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

4.02 Efficiency: Administrative Efficiency

[n.b. This information is not available at this time.]

Instructions: Please review the information provided by Institutional Research regarding the program's utilization of labs and other facilities. Then answer the following questions:

percentage of time the available facilities (classrooms and labs) are in use during college open hours: %_____

percentage of time the program's equipment (computers, etc.) are in use during college open hours: %_____

---

1. Could the program's facilities and equipment be used more often or more efficiently? Please explain.

2. Does the program make effective use of its support personnel? Could administrative costs be reduced? Could productivity be increased without increasing costs? Please explain.

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

4.03 Planning: Planning Effectiveness

Instructions: Please review division meeting minutes or memos from program discussions and/or advisory committee meetings and complete the chart below, indicating how often each planning area is discussed in meetings.

Planning topics discussed	Never	Once a month	Once a semester	Once a year	Once / 2-4 yrs	Other - specify
Student retention & success rates						
Student demand & enrollment						
External changes affecting program						
Changes required in program to adapt to external environment						
Relationship of program goals to college Educational Master Plan						
Program goals & objectives						
Strategies for achieving program goals & objectives						
Timelines for achieving program goals & objectives						
Other (specify below)						

Explain other:

---

1. Do the program faculty and other personnel have a clear idea of what is happening to the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable it to adapt and continue to be successful?
Explain.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program?
Please explain.

3. Should a goal be written addressing this information? _____ Yes _____ No
(List any goals in the Summary.)

V. PERSONNEL

Staffing

Professional Qualifications

Professional Activities

Diversity

Future Needs

5.01 Staffing: FTEF, Adjunct FTEF, & FT/PT

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** provided by Institutional Research and answer the following questions:

FTEF (full-time equivalent faculty) (most recent semester): #_____

Number of adjunct FTEF (most recent semester): #_____

FT/PT ratio (each measured in hours) (most recent semester): ratio_____

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago?

	Higher	About the Same	Lower
FTEF:			
Adjunct FTEF			
FT/PT ratio:			

2. How does the FT/PT ratio compare to other college programs?
_____ Higher _____ About the same _____ Lower

and to the college average?
_____ Higher _____ About the same _____ Lower

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1. What do the program data indicate? Comment on any trend or unusual data.

2. Does the FT/PT ratio affect the program? _____ Yes _____ No
Please comment.

3. Should a goal be written addressing the data? o yes o no
(List any goals in the Summary.)

5.02 Staffing: Overload and Large Lecture

Instructions: Analyze the data on **overload and large lecture** provided by the Payroll Office and Institutional Research and answer the following questions:

FT overload hours per week (most recent semester): #_____
How does the program mean overload compare to the mean of the last three comparable semesters (Spring to Spring)? _____ Higher _____ About the same _____ Lower

Large lecture hours per week (most recent semester): #_____
How do these program numbers compare to the mean of the last three comparable semesters (Fall to Fall)? _____ Higher _____ About the same _____ Lower

Describe the evaluation that has been done on the impact of overload and large lecture sections on student success.

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1. Given the data, how has overload impacted the program?

2. Given the data, how has large lecture format impacted the program?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

5.03 Staffing: Teaching/Service Time

Instructions: Fill in the data below and answer the questions that follow.

names	released time (how much in %)	currently on leave (check)	retired in last 2 years	FT hired last 3 years	anticipated to retire in next 3 years	units banked	% FTF banked

1. Given the data, how have these activities impacted the program?

2. Will these and any other activities affect the program in the future?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

5.04 Professional Qualifications: FT Faculty Qualifications & Development Activities

Instructions: Administer to program faculty the survey provided by Institutional Research. Analyze the responses and other information and fill in the data below.

Program faculty	Highest degree	Service years	Recent notable flex activities	Recent notable workshops/ courses taken

1. How are student outcomes affected by the professional activities? What steps are recommended for improvement?

2. What else (if anything) is indicated by the program data? Please comment.

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

5.05 Professional Activities: FT Faculty Professional Activities

Instructions: Fill in the chart below with the number of each type of activity completed since the last program review (or the last six years).

Program faculty FT (Name)	Grants	Scholarly projects or Sabbaticals	Research/ Publications	Presentations	Other

1. Please indicate with an asterisk (*) those projects or activities which are directly related to the goals or interests of the program? What percentage of the projects or activities fall into this category? _____

2. Provide a brief description of each project marked with an asterisk.

3. What steps are recommended for improvement, if any?

4. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

5.06 Professional Activities: Committee Participation

Instructions: For the period since the last program review (or the last six years), fill in the data below for each full time faculty member and answer the questions that follow.

name (FTF)	governance committee	other college related committee	other campus participation
Total FTF _____	Total gov. com _____	Total other coll. com _____	[not included in CPF below]

CPF index (Committees per full time faculty in the program) (most recent year)
[Total Committees divided by Total number of FTF]: #_____

How do the program data compare to the college-wide CPF ?
_____ Higher _____ About the same _____ Lower

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1. Given the data, discuss the involvement of faculty in the program in campus activities.

2. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

5.07 Diversity: FT Faculty Diversity

Instructions: Analyze the data on **full time faculty diversity** provided by Human Resources and answer the following questions:

How does this program information compare to the college faculty diversity percentages?
_____ Higher _____ About the same _____ Lower

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1. Given the program data, how does the ethnic and gender distributions compare to those in the labor force population? (Note: Within 80% of standard = no adverse impact according to the EEOC.)

	Higher	About the Same	Lower
Ethnic			
Gender			
Disability			
Age			

Please comment.

2. What else (if anything) is indicated by the program data?

3. Should a goal be written addressing the data? _____ Yes _____ No
(List any goals in the Summary.)

5.08 Future Needs: Projected Staffing

Instructions: Review and analyze all the data on faculty matters included in the data package provided by Institutional Research and Human Resources plus your responses to the previous personnel questions and answer the following questions:

1. Please discuss any trends that will impact your projected staffing needs?

2. Given the data from this section, outline a case to be made (if one exists) for increasing the staff in your program.

3. Should a goal be written addressing these needs? _____ Yes _____ No
   (List any goals in the Summary.)